

Cameron Downs State School (0483)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

This report outlines the key events in the 2012 school year at Cameron Downs State School. It analyses the schools initiatives for ensuring positive learning outcomes for all students. The report summaries our schools progress and goals for 2012 and includes information about the curriculum, staff expertise, social context and student learning outcomes.

School progress towards its goals in 2012

Cameron Downs State School is continuing to make considerable progress towards their goals as outlined in the schools Operational Plan. This can be observed through the commencing/completion of:

- Alignment of Australian Curriculum in Literacy, Numeracy and Science through implementation of C2C plans.
- Improved spelling, reading and writing outcomes/results across the school.
- Establish/strengthen quality relationships in and among Cluster schools and Dalrymple Alliance.
- Enhance and encourage staff professional development across a range of competencies.
- Complete beautification projects at school.
- Greater educational link between school and home.

Future outlook

School Core Learning Priorities

- Writing improvements (focus on structure, punctuation)
- Reading improvements (Comprehension)
- Building staff capacity through mentoring/focused Professional Development
- Improvement in attendance

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System Priorities

- Pedagogical Framework
- Learning and Well being Framework
- Parent and Community engagement Framework
- Assessment and Reporting
- Australian Curriculum – consolidation of English, Maths and Science and the implementation of History
- Plan to transition Year 7 to High School

Key Priorities from School Strategic Plan

- Improved student outcomes in spelling ,reading and writing
- Continual feedback to all students, parents and staff.
- Quality professional development for all staff.

Our school at a glance

School Profile

Cameron Downs State School is located 65 kilometres south of Hughenden on the Hughenden-Muttaburra Road. The school has a unique history and a very strong connection with the wider community. Student intake is from the surrounding properties with some families driving up to 150 kilometres per day to access the school. We are a coeducational school which caters for students in grade prep to year seven.

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	7	5	2	100%
2011	6	4	2	80%
2012	4	3	1	75%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Students that attend Cameron Downs State School travel long distances to attend school every day. The school is remote and caters for students from Prep to grade seven. We have one multi-age classroom, a library and office area and a new undercover play area.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	7	5	1
Year 4 – Year 10			1
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days			
Long Suspensions - 6 to 20 days			
Exclusions			
Cancellations of Enrolment			

Curriculum offerings

Our distinctive curriculum offerings

- Individualized C2C curriculum plans
- LOTE (Japanese) is offered to Year 6 and 7 students via teleconference once a week
- Participation in the local show and sporting events
- Annual Athletics and Swimming Carnival with Small Schools and St. Francis
- Daily Numeracy and Literacy books.
- Swimming program in terms one and four.

Extra curricula activities

- Social Tennis Nights once a term
- Specialised Visitors: Chaplin, Travelling religion teacher, Sister Pat.
- Specialist Staff: Guidance Officer.
- Jump Rope for Heart Fundraising
- Australia's Biggest Morning Tea
- RAFS (Remote Area Family Services) playgroups
- Bookfairs

How Information and Communication Technologies are used to assist learning

Cameron Downs State School provides more than one computer for each student. We also have 3 i-Pads which are used in conjunction with the desktops/laptops. These support the cohort in developing their computer based competencies and assists in their ability to operate a computer. Students are also provided with a range of other digital media equipment including digital cameras, colour printers, scanners, data projector and digital microscope. All these are provided to develop and improve the students skills through the continual use of the equipment. Internet programs such as Mathletics, Study Ladder and Reading Eggs are also utilised by students and staff on a regular basis and are used to evaluate and reconcile everyday learning experiences. Programs such as Power Point, Excel, Publisher, Photostory and Word are also used regularly to enhance and consolidate student learning outcomes. Students work with Technology on a daily basis and are familiar with the operation of all media within the classroom context.

Social climate

The local and wider community views the school as a supportive environment where all students feel safe and valued. Behaviour is constant and there are few issues with bullying. The main goal of the school is to create an atmosphere that is welcoming and safe for all students, their families, staff and visitors. At present, we have a school Chaplin and a local Sister who visits the school and assists in the welfare and wellbeing of not only the students but also the local community. We also have a fly-in Religious Instructor who visits the school once a term. The School Responsible Behaviour Plan has been developed, is adhered and referred to on a regular basis by students and staff. Students are happy to attend school and this is reflected in the positive feedback that is provided from the families to staff. All students are involved and included in the developing of the school rules. These are displayed in the classroom and referred to, when required.

Our school at a glance

Parent, student and staff satisfaction with the school

Most parents, staff and students strongly agree that Cameron Downs is a great school and one that they would recommend. A focus area for the school has been on staff professional development as this was identified as being lower (84%) than other areas that received overall 100%. All students will complete a survey this year so that we can gather further data as it has been withheld in the past due to the amount of students that have completed the survey.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	DW
they like being at their school*	DW
they feel safe at their school*	DW
their teachers motivate them to learn*	DW
their teachers expect them to do their best*	DW

Our school at a glance

their teachers provide them with useful feedback about their school work*	DW
teachers treat students fairly at their school*	DW
they can talk to their teachers about their concerns*	DW
their school takes students' opinions seriously*	DW
student behaviour is well managed at their school*	DW
their school looks for ways to improve*	DW
their school is well maintained*	DW
their school gives them opportunities to do interesting things*	DW

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	83.3%
with the individual staff morale items	100.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The involvement of parents in their child's learning at Cameron Downs State School is imperative in the learning outcome of the student. Some of the following are example of how the parents are involved with their child's education:

- Goals are set with the students and their families on a termly basis and are used to inform planning and reflection.
- Report cards are distributed one per semester and are followed up with a parent teacher interview to discuss and issues, concerns or goals that they may have.
- School newsletters are distributed to students, parents and the local/wider community on a monthly basis to inform them of the events and achievements of the whole school and individual students.
- Parents are actively involved in the school on a daily basis. The P & C holds regular meetings and attendance is always high. The P & C supports the school on a variety of levels and successfully fundraises at different times of the year to promote our school.
- Parades are held regularly to celebrate the students' achievements. The students families are invited to attend these.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

To our geographical location, students at Cameron Downs are unable to recycle waste material such as cardboard, glass and can. To reduce our environmental footprint we ensure that the air conditioners are only turned on at a particular time and are kept at a constant temperature to ensure their effectiveness. Lights are switched off before exiting the building at break times and all computers are left off when not in use. Students at the school have a great understanding of the importance of reducing their imprint and we are looking at other ways to continue this at the school. During the 2011-12 period we have once again reduced our power bill and this will continue to decrease with the installation of new solar panels. We are envisaging that all power bills in the future will incur no expense, due to the amount of solar energy that we produce here at the school.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	10,700	0
2010-2011	7,962	0
2011-2012	7,755	0

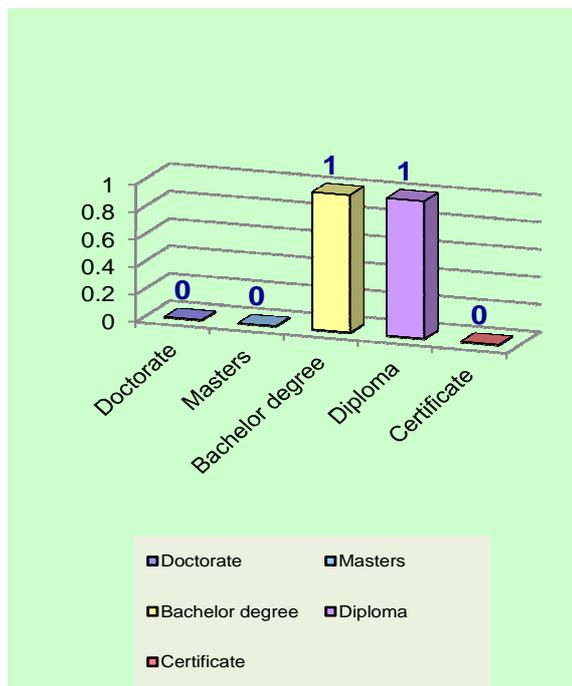
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	1	1	0
Full-time equivalents	1	0.3	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	1
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$4600.00

The major professional development initiatives are as follows:

- OneSchool Training
- Principals Business meetings and conferences
- Dalrymple Alliance Meetings
- First Aid training
- Mentoring Programs

The proportion of the teaching staff involved in professional development activities during 2012 was 75%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.		100%	99.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	84%	88%	96%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

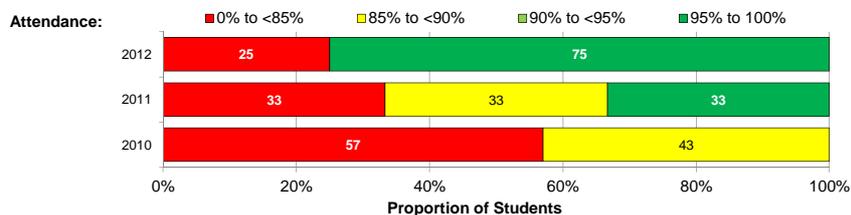
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	87%	DW		DW			DW					
2011	88%	87%			DW		DW					
2012		DW	DW			DW						

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance at our school results from rain or illness. When the road becomes wet they are impassable. Therefore, we have set up a virtual classroom where students and teachers can contact one another via email, fax or phone. The planned curriculum is thus kept as uninterrupted as possible and the students continue with their school routine. Illness is reported to the teacher on a daily basis via a phone call and work is sent home if the child is away from the school for a long period. Any unexplained absences are followed up with a phone call to the families enquiring about the reason for absence.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

Performance of our students

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

For the year 2012, there were no Indigenous Students enrolled.